

USING FEDERAL FUNDS TO SERVE ENGLISH LEARNERS (EL)

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Presenters:

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Wisconsin Department of Public Instruction

Context

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TERMINOLOGY & BACKGROUND KNOWLEDGE

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*Dear Colleague
Letter*

“It is crucial to the future of our nation, that these students [ELs], and all students, have equal access to a high-quality education and the opportunity to achieve their full potential.”

Wisconsin Department of Public Instruction

ENGLISH LEARNERS (EL)*: DEFINITION

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"LEP pupil" means a limited-English proficient pupil defined under s. 115.955 (7), Stats., who has difficulty with reading, writing, speaking or comprehending in English within the academic classroom setting.

[Wis Statute 15.955(7)]

*Every Child Succeeds Act (ESSA) replaces the term "Limited English Proficient" (LEP) with the term "English Learner" (EL).

English Language Acquisition

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- English Language Proficiency Levels (ELP): 1-5, 6, 7
1-5 = EL; 6 = Formerly EL; 7 = Never EL
- Yearly language assessment (ACCESS for ELLs) & academic content assessments (Forward Exam, Aspire, ACT + Writing)
- Proficiency can take 7 or more years.

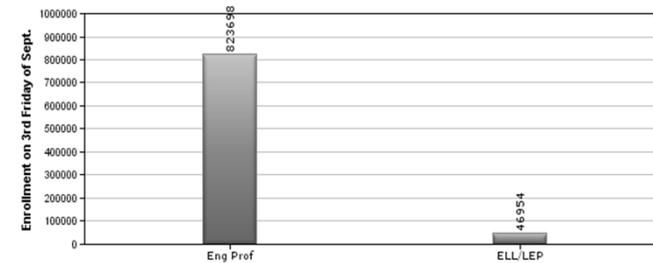
Wisconsin Demographics

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Students: 824,000

English Learners: 47,000

Language: Spanish, Hmong, Mandarin, Arabic, *



IMPORTANT DISTINCTIONS

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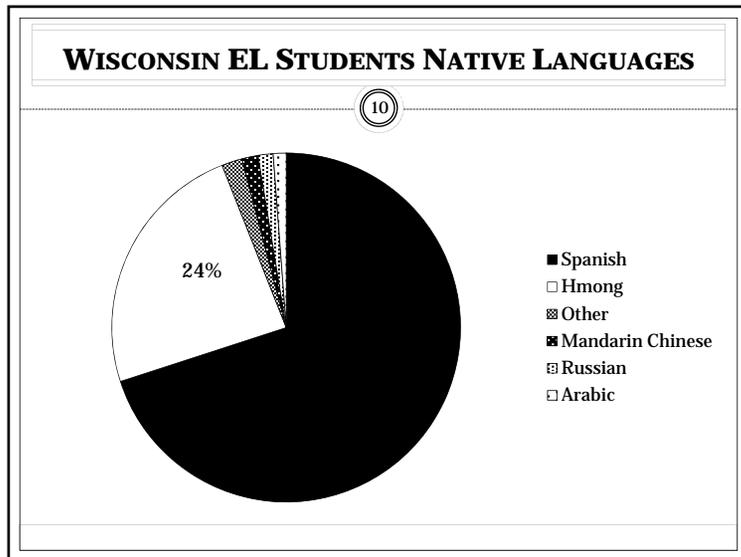
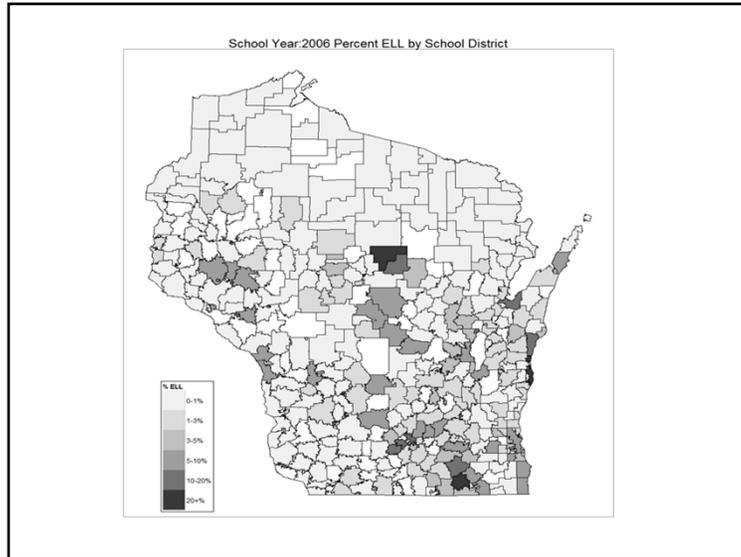
- **Immigrant:** person who leaves one country to settle in another.
- **Refugee:** person of special humanitarian concern to the United States, offered protection from persecution or fear persecution due to race, religion, nationality, political opinion, or membership in a particular social group.
- **Migrant:** seasonal or temporary agricultural worker or the child of a seasonal or temporary agricultural worker. Status as migrant is related to purpose of move.

446 LEAs (Districts)

353 LEAs with identified ELs

53 Bilingual-Bicultural program





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Entitlements:

- Appropriate and effective services as least segregated as possible,
- Sufficient resources,
- Services within a reasonable amount of time,
- Equal opportunity to participate in programs and extracurricular activities,
- Close monitoring,
- Annual assessment of proficiency,
- Parental opt-out,
- Meaningful communication and adequate notice with parents in a language they can understand.

THERE ARE MANY LAWS THAT GOVERN THE SERVICES THAT MUST BE PROVIDED TO ELL STUDENTS

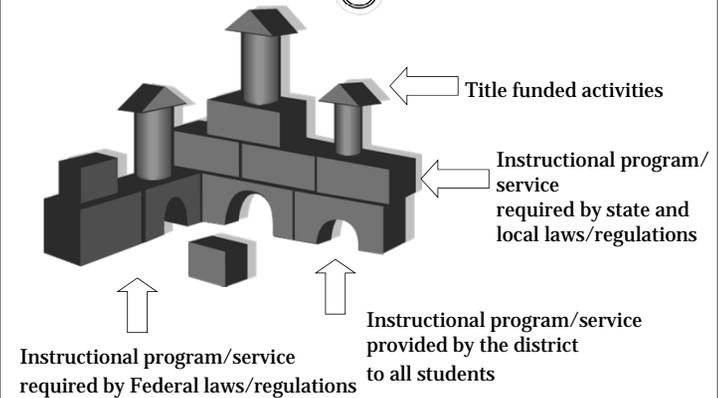
Supporting EL students

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FUNDING SOURCES

A Supplemental Program to Serve English Learners

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FUNDING SOURCES FOR EL STUDENTS

Federal funds that states and districts are using:

- Title I - Fund 10; Project 141
- Title II - Fund 10; Project 365
- Title III (EL) - Fund 10; Project 391
- IDEA Flow-through / Preschool -
 - Special Education - Fund 27; Project 341 (K-12); Project 347 (ages 3-5)
 - IDEA Title I Schoolwide Set-Aside – Fund 10; Project 341 (K-12)
 - Coordinated Early Intervening Services - Fund 10; Project 341 (K-12)

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ENGLISH LEARNERS FUNDING SOURCES

Outside Federal funds, districts are using:

- community partnerships
- local district budget
- state funds
- district fund raisers
- private grants
- local foundations
- PTA/PTO
- discretionary grants

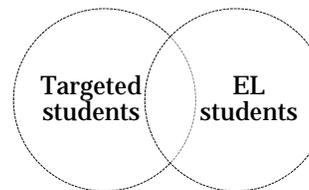
Consortium Reminders (Title II-A and III-A)

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- Districts receiving an allocation of less than \$10,000 must join a consortium
- Consortia member districts:
 - are responsible for the language acquisition and academic achievement of their English Learners
 - required to complete the Title III portions of the ESEA end-of-year report
 - must identify the needs of the English Learners and families.

An Important Distinction for Title I Funds

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All
students
in the
school

Schoolwide Assurances and Narrative
<http://dpi.wi.gov/title-i/schoolwide-program>

An Important Distinction for Title I Funds

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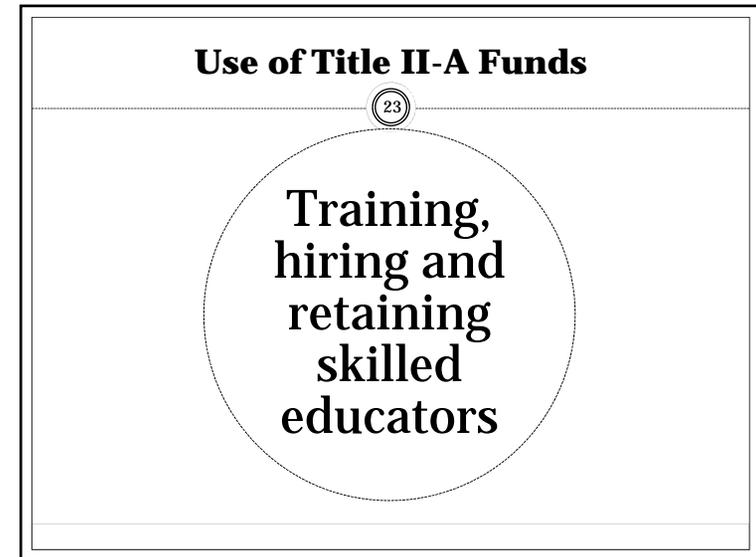
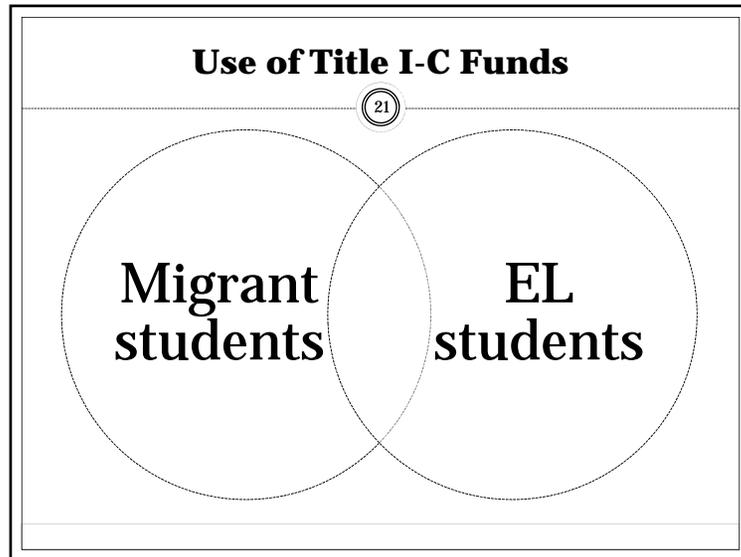
Schoolwide Program
Assurances and Narrative

Wisconsin Department of Public Instruction

Common Allowable Costs for Title I-A Fund 10; Project 141

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- Teachers
- Paraprofessionals
- Instructional coordinator/coach
- Translation/interpretation
- Supplies
- Instructional resources
- Before/after-school programs
- Capital and non-capital equipment
- Professional development
- Parent involvement activities



- ### Common Allowable Costs for Title I-C Fund 10; Project 141
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- Recruiters
(Identification and Certification of Migrant Students)
 - Teachers
 - Paraprofessionals
 - Support Staff
 - Counselors
 - Translation/interpretation
 - Supplies and Instructional Resources
 - Before/after-school programs
 - Professional Development
 - Parent Involvement Activities
 - Travel
 - Capital and non-capital equipment

- ### Common Allowable Costs for Title II-A Fund 10; Project 365
- 24
- Teacher professional development
 - Teacher ESL certification
 - Analyzing data
 - Providing workshops to teachers
 - Family engagement
 - Teacher retention

Use of Title III Funds

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EL
students
and EL
educators

Federal Criteria for Title III Activities

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Costs must be...

- **Reasonable:** A cost is reasonable if, in its nature and amount, it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision was made to incur the cost.
- **Allocable:** A cost is allocable to a cost objective if the goods or services involved are chargeable or assignable to the cost objective in accordance with the relative benefits received.
- **Allowable:** A cost is allowable if it is necessary and reasonable for proper and efficient performance of the award and allocable to the award. (OMB Circular A-87)

Common Allowable Costs for Title III Fund 10; Project 391

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- Teachers
- Paraprofessionals
- Professional development
- Instructional resources & materials
- After-school tutoring
- Summer school
- Parent training
- ESL classes for parents
- Newcomer Center
- Transportation
- Field trips
- Saturday schooling & activities
- Partnerships with community based organizations (CBOs)
- Partnerships with institutes of higher education (IHEs)

Federal Criteria for Title III Activities

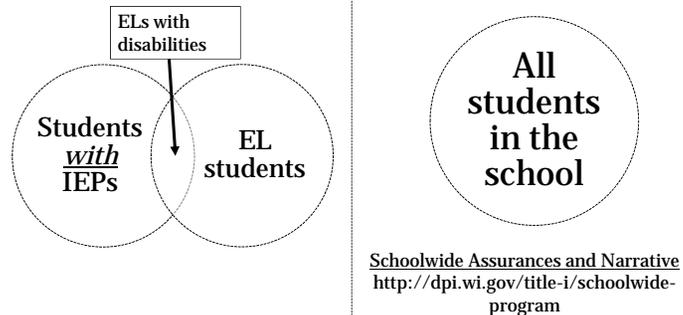
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Conference Attendance: Districts that use funds for in-state or out of state conference attendance purposes need to provide evidence of need, reasonableness of cost and a plan or proposal for how conference or travel supports district professional development goals.

Title III, Section 3115 (c)(2) of ESEA specifies allowable professional development activities and states specifically that these activities must be of sufficient intensity and duration to have a positive and lasting impact on the teacher's performance in the classroom. Programs must be designed to improve the instruction and assessment of LEP students; designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instructional strategies; and based on scientific research in increasing students' English proficiency. The law also specifies that professional development shall not include activities, such as one-day or short-term workshops and conferences, unless they are a part of a comprehensive professional development plan that is based on an assessment of the needs of the teacher, the supervisor, and the students.

An Important Distinction for IDEA Funds

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IDEA Title I Schoolwide Set-Aside Fund 10; Project 341 (K-12)

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- LEAs that have DPI-approved Title I schoolwide schools may set aside a portion of their IDEA Part B allocation to support approved action strategies at the school level, as identified in the LEA's Title I program plan
- LEAs may use IDEA-Title I Schoolwide set-aside funds in the manner they choose, as long as they engage in reform strategies that increase the amount and quality of learning time and help provide a high-quality curriculum for all children.
- All expenditures must remain at the schoolwide school level
- Use appropriate function and object; use location field; Fund 10, project 341

Common Allowable Costs for IDEA Flow-Through (Fund 27; Project 341 (K-12) or (ages 3-5))

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Excess costs of special education, IEP driven

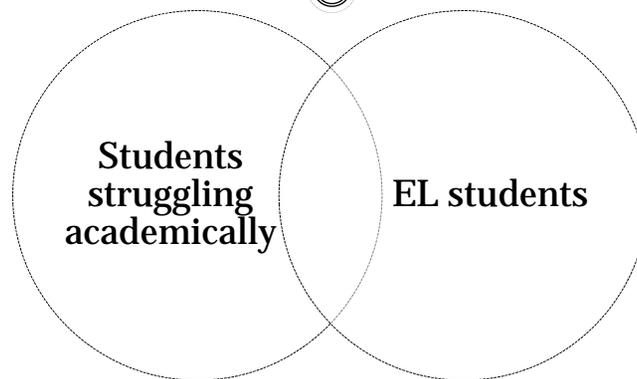
- Special education teachers & paraprofessionals
- Related service providers
- Special education supervision & coordination
- General supplies
- Instructional materials
- Professional development for special education teachers

Translation

- IEP Meetings
- Materials
- Training

Use of IDEA CEIS Funds (15%)

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**Coordinated
Early
Intervening
Services (CEIS)**

**Fund 10
General
Education**

**Project:
341 (K-12)**

- Education and behavioral interventions
 - Instruction
 - Supports
 - Progress Monitoring
- Professional development
- General education teachers, paraprofessionals, student supports & mentor salaries
- Additional student reporting requirements (ISES)

1. What are some new ideas you heard today for using federal funding to provide services for EL students?
2. How might you better integrate funds to support ELs within your district?

CEIS Funds- Supplement/Not Supplant

CEIS funds can be used in many of the same ways as Title I and Title III – so the regulations specifically state that CEIS funds may not supplant activities previously funded with Title I and Title III. CEIS funds may only be used to establish and fund new activities to support struggling students.

Contact Information

Program	
Title I-A	http://dpi.wi.gov/title-i/consultant-directory 608-267-3721
Title I-C	Alfonso Zepeda-Capistrán alfonso.Zepeda-Capistran@dpi.wi.gov 608-267-2287
Title II	Abdallah Bendada Abdallah.Bendada@dpi.wi.gov 608-267-9270
Title III	Audrey Lesondak Audrey.Lesondak@dpi.wi.gov 608-266-7292
Special Education	http://dpi.wi.gov/sped/about/staff 608-266-1781 608-266-1781
MLSS/RtI	Kao Moua Her 715-456-1405 Heidi Thuli 608-697-4874